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	Titolo	Teaching, Learning, and Enacting of Self-Study Methodology : Unraveling a Complex Interplay // edited by Jason K. Ritter, Mieke Lunenbergh, Kathleen Pithouse-Morgan, Anastasia P. Samaras, Eline Vanassche
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	Soggetti	Teachers - Training of Education - Research Professional education Vocational education Learning, Psychology of Teaching and Teacher Education Research Methods in Education Professional and Vocational Education Instructional Psychology
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Learning about self-study of teacher education practices -- Teaching, learning and enacting of self-study research methodology: A readers' guide -- Section 1 Teaching, Learning, and Enacting of Self-Study Methodology in the United States -- Self-study research as a source of professional development and learning within a school of education -- On the tension-fraught enterprise of teaching self-study to colleagues -- Identifying tensions and striving to improve international mathematics teacher educators' practice through self-study -- "Self-study" is not "Self": Researching lived experience in teacher educator development -- Self-study to help teachers engage in diversity -- Using S-step to understand faculty roles in establishing teachers of color -- My journey as a teacher educator -- Begin with yourself: Using self-study methodology in the process of cultivating mindfulness -- Being othered and finding my voice: Using self-study to better understand my experiences as an early childhood teacher/educator -- Insight gleaned from our participation in a faculty self-study learning group -- Section 2 Teaching, Learning, and Enacting of Self-Study Methodology in the Netherlands -- Teaching and learning self-study research: Tracing the map -- Saying 'Yes' to the adventure: Navigating a collective journey of self-study research -- Stimulating students' growth through written feedback: A self-study on supporting students' research projects -- Experiences of a school based teacher educator: A vignette -- The research inside me: The quest for meaningful research in a shifting academic landscape -- Signposts, profits and pitfalls in teaching and learning self-study research: A conversation -- Section 3 Teaching, Learning, and Enacting of Self-Study Methodology in Flanders (Belgium) -- Retelling and reliving the story: Teacher educators researching their own practice in Flanders (Belgium) -- The role of the teacher educator during supervisory conferences -- Teaching as a general educationist in physical education -- Internship assignments as a bridge between theory and practice?, -- Section 4 Interlude -- Towards a better understanding of teacher educators' professional development: Teacher educators' researcherly disposition as a promising concept -- Section 5 Teaching, Learning, and Enacting of Self-Study Methodology in Polyvocal Professional Communities -- Self-study research in a polyvocal professional community design -- "Standing a messy sandpit": The learning side of self-study research -- Dwelling in the question: Professional empowerment through complex visual self-study -- Learning through enacting Arts-informed self-study research with critical friends -- "Many stories matter": Taking a polyvocal stance in learning about teaching of self-study.

Sommario/riassunto

This book offers a collection of original, peer-reviewed studies by scholars working to develop a knowledge base of teaching and facilitating self-study research methodology. Further, it details and interconnects perspectives and experiences of new self-study researchers and their facilitators, in self-study communities in different countries and across different continents. Offering a broad range of perspectives and contexts, it opens up possibilities for encouraging the collaborative and continuous growth of teaching and facilitating self-study research within and beyond the field of teacher education. The breadth of the scholarship presented expands scholarly discussions concerning designing, representing, and theorising self-study research in response to pressing educational and social questions. By documenting and understanding what teaching and learning self-study looks like in different contexts and what factors might influence its enactment, the book contributes to building a kaleidoscopic knowledge base of self-study research. Overall, this book demonstrates the impact on participants' professional learning and validates the authenticity and

generative professional applications of self-study methodology for and beyond teacher education, providing implications and recommendations for practitioners on a global level.
